

## Job Description

<b>Post Title:</b>	<b>Assistant Principal</b>
<b>Location:</b>	<b>John Port Spencer Academy</b>
<b>Salary/Pay Range:</b>	<b>L11-L15</b>
<b>Hours of work:</b>	<b>Full Time, Permanent</b>
<b>Reporting to:</b>	<b>Vice Principal</b>

### Assistant Principal:

- To take a strategic role within the Senior Leadership Team to develop the ethos, vision, direction, plans, policies, procedures, self-evaluation and improvement of the academy.
- To take delegated responsibility to support the Principals and Vice principals to lead and manage the direction of the academy and key areas of improvement.
- To lead and promote the vision and ethos of the academy.
- To plan, lead, develop, and evaluate the work of the academy and key areas of improvement.
- To supervise and manage staff - planning, leading, evaluating and disseminating work in the academy.
- To collect and evaluate evidence for accounting for standards of delivery, attainment and achievement within the academy.
- To support staff in overseeing that good standards of behaviour and safety are maintained.
- To promote harmonious relationships within the academy and to maintain relationships with organisations representing teachers and other members of the academy's workforce.
- To lead and manage the academy's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- To consult and communicate with the governing body, staff, pupils, parents and carers.
- To collaborate and work with colleagues and other relevant professionals within and beyond the academy including relevant external agencies and bodies.
- To undertake any professional duties reasonably delegated by the Principal.
- If the Principal is absent from the academy to undertake their professional duties to the extent required by the Principal or the governing body.

### Teacher

- To teach the students assigned to them according to their educational needs

### WORKING HOURS:

- The contracted working hours of a teacher do not apply to members on the Leadership Spine, a member of the Senior Leadership Team must work such reasonable additional hours as may be necessary to enable the effective discharge of their professional duties.
- Members on the Leadership Spine do not operate on a time bound contract but the Principal has a duty to ensure a reasonable work life balance is maintained.

### DUTIES AND RESPONSIBILITIES:

- The specific responsibilities for this role may vary over time. A separate document will provide details.

## **PART ONE: TEACHING**

### **A teacher must:**

#### **Set high expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### **Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impact on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.

- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

#### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

### **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside academy, by:
  - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
  - Showing tolerance of and respect for the rights of others.
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
  - Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the academy in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **PART THREE: PASTORAL GUIDANCE**

#### **It is the duty of members of the Senior Leadership Team to promote the general progress and well-being of individual students and any group of students**

- To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- To make records and reports on the personal and social needs of students.
- To communicate and consult with the parents of students.
- To communicate and co-operate with persons or bodies outside the academy.
- To participate in meetings arranged for any of the purposes described above.
- To attend assemblies, to register the attendance of students and to supervise students when required.

### **PART FOUR: OTHER**

#### **Appraisal**

- Participate in the Academy Appraisal process and undertake professional development as required.

#### **Cover**

- To lead and manage cover in the academy, providing cover where needed to ensure that cover is implemented according to Rarely Cover guidance.

#### **Policies**

- To understand and comply with all academy policies.
- To take all reasonable steps to ensure that Health and Safety requirements are observed, both on the academy premises and elsewhere.

### **PART FIVE: ASSISTANT PRINCIPAL**

#### **To be responsible for agreed areas of academy leadership including:**

##### **General:**

- To lead on Behaviour and Pastoral support strategies in the academy.
- To lead Quality Assurance processes, Self Evaluation and Academy Improvement Planning.
- To lead on the preparation and review of aims, objectives and teaching methods in line with general aims of the academy, the National Curriculum and examination boards.
- To lead on the development and evaluation of appropriate schemes of work, programmes of study and assessment schemes and their review.
- To support and monitor the administration of internal and external assessment arrangements.
- To be responsible for the development and management of staff and the leadership of academy support staff.
- To support, formally and informally, the pastoral needs of staff where appropriate.
- To lead Senior Teachers and Support Team Leaders in promoting and maintaining a programme of staff development for all staff.
- To lead meetings and effect or respond to liaison with others.

- To lead on the management of the annual Appraisal of teaching and support staff within the academy.
- To assist the Principal and Governors in the selection and appointment of staff.
- To lead and be accountable to the Principal for the spending of capitation allowances and the management of academy resource.
- To take all reasonable steps to ensure that the environment of the academy is maintained in good order, including fabric, furniture and equipment.
- To ensure that staff maintain a stimulating learning environment within the academy.
- To ensure that the requirements of academy policy in all matters are observed in the academy's practice and procedures.
- To oversee liaison with subject networks and with other appropriate institutions or representatives.
- To support the management of under-performing staff within the academy.

### **Nature and Scope**

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

### **General**

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding.
- Participate in the Trust Professional Performance Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name

Signature

Date

## Person Specification

	Essential	Desirable
<b>Qualifications and experience</b>		
First degree or equivalent - QTS	✓	
It is desirable that you will be working towards or holding a postgraduate qualification		✓
Safeguarding training and relevant qualification	✓	
Successful experience as a teacher and manager in education in a secondary academy.	✓	
Successful involvement in performance management, self-evaluation process and data analysis as an aid in personal and team improvement, development and change.	✓	
Evidence of effective design and implementation of initiatives for raising student attainment and improving the quality of teaching and learning strategies.	✓	
Successful working relationships with students, staff, parents/carers and the wider community.	✓	
Direct and successful experience of Ofsted inspection.		✓
Successful experience in leading and managing pedagogic changes at a team, and preferably whole-Academy, level.	✓	
Commitment to leadership by example.	✓	
Proven practice in leading, motivating and supporting staff to achieve high standards	✓	
Evidence of effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards		✓
Evidence of working with students with additional needs (Inclusion and SEND)		✓
Successful experience of how to track student progress and demonstrate impact	✓	
Evidence of developing and enhancing the quality of behaviour, welfare and safeguarding in a secondary academy		✓
Up to date knowledge of current educational landscape	✓	
<b>Knowledge and skills</b>		
Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal.	✓	
Able to make decisions, identify and solve problems based on thorough analysis and sound judgement.	✓	
Able to analyse and use data to establish benchmarks and set challenging targets for improvement.	✓	
Excellent interpersonal, written and oral communication and presentation skills.	✓	
Strong organisational skills and ability to work well under pressure, delegate, plan and manage time effectively.	✓	
Personal resilience and the ability to maintain staff morale at times of pressure and change.	✓	
Able to plan strategically for the future including teaching strategies and staff deployment.	✓	
The ability to access educational research and apply it in innovative ways in order to improve standards.	✓	
Ability to work with a range of external agencies and stakeholders to deliver whole academy initiatives	✓	
<b>Personal qualities</b>		
Excellent interpersonal skills with the ability to maintain strict confidentiality	✓	
Initiative and ability to prioritise own work and that of others to meet deadlines	✓	
Efficient and meticulous in organisation	✓	
Able to follow direction and work in collaboration with the leadership team	✓	
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	✓	
Ability to evaluate own development needs and those of others and to address them	✓	
Commitment to the highest standards of child protection and safeguarding	✓	
Recognition of the importance of personal responsibility for health and safety	✓	
Commitment to the Trust's ethos, aims and whole community.	✓	